



Exemplary Practices

D-1: Mentoring New Teachers: The Santa Cruz New Teacher Project

History

Since 1988 the Santa Cruz New Teacher Project (SCNTP) has, with remarkable success, helped nearly 2,000 K-12 teachers make the difficult transition into the teaching profession. The SCNTP is led by the Teacher Education Program of the University of California, Santa Cruz, in collaboration with the Santa Cruz County Office of Education and sixteen school districts in the surrounding area.

The SCNTP began as one of fifteen projects competitively funded through the California New Teacher Project (CNTP), a four-year research study (1988-1992) designed to identify the effective approaches to beginning teacher support. The project was co-administered by the California Department of Education and the California Commission on Teacher Credentialing. Program design brought together local stakeholders from across the various participating organizations, including university faculty, district and site administrators, union leaders, and veteran and novice teachers.

As a result of its participation in the CNTP, Santa Cruz New Teacher Project subsequently worked on a number of statewide efforts to identify and disseminate best practices around teacher induction. These included conducting the final validity study and revision of the *California Standards for the Teaching Profession*, consulting in the creation of the California Formative Assessment and Support System for Teachers (CFASST), and developing training programs for mentors and program administrators who are part of California's present teacher induction efforts.

Currently serving nearly 450 novice teachers, the SCNTP is part of California's Beginning Teacher Support and Assessment Program, the statewide initiative that provides approximately \$3,200 in funding per beginning teacher. These monies are augmented by local school districts at a rate of \$2,100 per teacher. The investment in teacher induction is seen by both the state and participating districts as a cost-effective way to promote teacher quality and increase teacher retention. Research studies documenting SCNTP teacher retention over time are currently being conducted. Preliminary results indicate that after seven years 94% of SCNTP participants remain in the teaching profession. Teacher effectiveness and demonstrated leadership capacity are being examined.

The SCNTP support model is focused on advanced achievement of all learners, particularly students from diverse socio-economic, linguistic, cultural, and ethnic backgrounds. The program philosophy is described by the following fundamental beliefs:

- Learning to teach is a career-long, developmental process
- Support should be responsive to the needs of each new teacher and embedded in every teacher's classroom practice
- Teacher learning best occurs in collaborative environments
- Instructional changes are most likely to occur when teachers assess their practices against recognized professional standards
- Teaching is a continuous cycle of teaching, inquiry into practice, self-assessment, self-prescription, and re-teaching
- Professional learning must have at its core student learning

Central to the SCNTP induction model are the partnerships that form between the novice and mentor (new teacher advisor). Mentors are exemplary veteran teachers on loan full-time from participating districts for a period of two to three years. Matched with beginning teachers according to grade level and subject matter expertise, mentors advise first and second year teachers. Mentors meet weekly with each novice for approximately two hours before, during or after school providing mentees context specific support.

In addition, new teachers receive release days for observation of other teachers, curriculum planning, and self-assessment. A monthly seminar series serves as a network where these novice teachers share accomplishments and challenges with peers. Special attention is paid to literacy, language development, strategies for working with diverse student populations, and the needs of English language learners.

With the mentor/advisor's guidance and assistance beginning teachers develop a portfolio that documents their growth in relation to professional standards. Advisors help the beginning teachers collect and analyze evidence of their classroom practice. The new teachers work with their mentors to assess their developing classroom practice on the SCNTP *Developmental Continuum of Teachers Abilities*, aligned with the California Standards. This collaborative self-assessment is then used to develop an *Individual Learning Plan* focused on specific standard areas.

Over the course of the year, mentor/advisors and new teachers collaborate to meet the novice's immediate instructional needs while maintaining steady progress towards the self-identified professional growth goals. *Collaborative Assessment Logs* record the teacher's progress from week to week, and various items representing the teacher's learning and/or the growth of their students in relation to professional goals are collected.

Mentoring new teachers is complex and demanding work that involves learning skills other than those classroom teachers possess. Therefore, regular support and professional development for the nearly forty new teacher mentors are important components of the SCNTP model. Mentors receive a half-day orientation to the program and two days of foundational training, followed by weekly staff development at Friday morning staff meetings. Here mentors have the opportunity to discuss challenges relating to their work; examine and analyze data of teacher practice; practice observation and coaching skills; review SCNTP assessment tools and their use; develop greater familiarity with the CSTP; and give input into the refinement of program structures and processes. Training is provided in the areas of literacy development; coaching and observational skills; giving feedback; equity pedagogy; and group facilitation skills.

Program development is guided by a formative process of program evaluation, annual peer review activities involving other BTSA programs in the region, as well as external program evaluation conducted by the California Educational Research Cooperative at the University of California-Riverside. The SCNTP develops an annual program improvement plan as part of its participation in the BTSA and a leadership team oversees its implementation.

New teachers and principals report that participation in the SCNTP has made a significant contribution to the quality of their teaching and to their success as a beginning teacher. A pilot research study in the area of literacy development has shown that student achievement in new teachers' classroom matches that of students taught by veteran teachers. Evaluation studies over the years also show that SCNTP beginning teachers exhibit increased job satisfaction; are retained at higher rates; work more effectively with diverse students; and are better able to problem-solve around issues of instruction and student achievement. In a recent principal survey 95% of respondents credited the SCNTP with significantly improving beginning teacher performance.

The success of the SCNTP induction model led to the creation in 1998 of a statewide and national teacher induction center at the University of California, Santa Cruz, funded by various private foundations. The New Teacher Center (NTC) at UCSC serves as an umbrella organization, which includes the SCNTP program of direct support for novice teachers; dissemination of best induction practices; technical assistance and training for those involved in designing and delivering programs of beginning teacher support; research and program evaluation; and advocacy for policies that promote teacher professional development. The NTC is also in the second year of a pilot new administrator program.

Institutional Mission and Context

The University of California, Santa Cruz (UCSC), which opened in 1965, is one of ten campuses of the University of California and enrolls approximately 11,000 students. Some 90% of the students are undergraduates who pursue over 40 majors supervised by divisional deans of Humanities, Natural Sciences, Social Sciences, and Art. Graduate students work toward graduate certificates, masters degrees, or Ph.D. degrees in 26 academic fields. UCSC is deeply committed to attracting a student body that represents the diversity of California's population. Nearly 75% of the entering freshman class come from public California high schools. Surveys show that alumni are most likely to pursue careers in education and teaching; psychology; and law.

Chancellor M.R.C. Greenwood is committed to linking campus programs to the broader community and actively supports programs that provide off-campus internships for students. Recent efforts have focused on establishing K-12 regional and local partnerships in the greater Santa Cruz regional and the Silicon

Valley. A number of programs and campus-based centers including New Teacher Center; the Center for Research on Education, Diversity, and Excellence (CREDE); and the Educational Partnership Center are dedicated to working with K-12 educational institutions.

The purpose of the Education Department's instructional program is to prepare all students, undergraduates through graduates, to engage in the analysis and integration of educational theory, research, and practice for a multilingual, multicultural society. A central focus of the program is to use educational theory and research in the development of effective teaching and learning in culturally and linguistically diverse classrooms. The Education Department currently has three instructional programs:

1. An undergraduate minor in education
2. The Master's of Arts: Emphasis in Teaching degree which also leads to the CLAD/BCLAD [(bilingual) Cross-cultural, language and academic development] teaching credentials
3. The Master's of Arts: Emphasis in Research degree

The programs aim to develop a continuum of learning from undergraduate through graduate study and, in teacher education, from preservice through induction and on to continued education for experienced teachers. Approximately 100 graduates are enrolled in the master's programs, and nearly 400 undergraduates have declared an Education minor.

The sixteen school districts in the Santa Cruz New Teacher Project (SCNTP) range in size from 100 to nearly 20,000 ADA. Two of the districts are located in urban environments. The largest of the districts, Pajaro Valley Unified School District, has been designated a rural enterprise zone characterized by high poverty rates and the pressing needs of rural agricultural communities. Schools throughout the SCNTP consortium serve large numbers of English Language Learners. Additionally these districts are faced with the challenge of recruiting and hiring fully credentialed teachers.

Key Partners

Department of Education, University of California, Santa Cruz
Santa Cruz County Office of Education
Aromas-San Juan Unified School District
Bonny Doon Unified School District
Franklin-McKinley Unified School District
Gilroy Unified School District
Happy Valley Elementary School District
Hollister Elementary School District
Live Oak School District
Mountain Elementary School District
North Monterey County School District
Pacific Elementary School District
Pajaro Valley Unified School District
San Lorenzo Valley Unified School District
Santa Cruz City School District
Scotts Valley Unified School District
Soquel Elementary School District

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Joyce Salisbury, Administrator
Larry Aceves, Superintendent
David Alvarez, Superintendent
David Brait, Administrator
Thomas Andrade, Superintendent
Steven Herrington, Superintendent
Cheryl Elning, Superintendent
Leo St John, Superintendent
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John Casey, Superintendent
Andrew J. Meyer, Superintendent
Roy Nelson, Superintendent
Stephen Fiss, Superintendent
Dan Cope, Superintendent

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Exemplary Practices

D-2: Toward a Seamless Transition: Columbus Peer Assistance and Review Program

History

In the 1987-1989 biennium, the state legislature targeted funding to pilot projects focusing on Career Enhancement, including Peer Assistance and Review (PAR) in Toledo and Columbus. Districts were required to provide matching funds to receive state funding. This concept was expanded in the 1989-1991 and 1991-1993 biennia, when funds were designated for seven districts with various Career Enhancement pilot programs, Columbus continuing to be one of seven. In the 1993-1995 biennium, the Legislative Office of Education Oversight evaluated the Career Enhancement projects. The Amended Substitute H.B. 152 provided approximately \$1.1 million for Career Ladder programs per year, and the language on the line item changed from "Career Enhancement Programs" to "Career Ladders." The revised H.B. 152 also required districts to compete for funds rather than target specific districts. In addition, after an evaluation of the previous Career Enhancement options chosen by districts, the General Assembly recommended narrowing the options for funding to Peer Review in their next biennial budget. Peer Review grants are now awarded competitively throughout the state.

Development and implementation of the Columbus Peer Assistance and Review (PAR) program was initiated at the district level. Using primarily district support, and specifically targeting funds from the Career Enhancement line item, Columbus Education Association (CEA) and the Columbus Board of Education initiated the PAR program in the 1985-86 academic year. The structure of the PAR program has remained consistent since its inception, and consists of two major components. The first is designed to provide assistance and assessment to entry-year teachers (intern teachers) and the second, to support experienced teachers (intervention teachers) who are having severe difficulty. Throughout the year, all teachers new to the district are provided ongoing support by a consulting teacher, who observes their teaching performance and provides individualized feedback and support. Consulting teachers are experienced, successful teachers released full-time from their teaching duties to provide assistance to intern and intervention teachers. Each intern teacher receives a minimum of 20 observations and 10 conferences and intervention teachers a minimum of 40 observations and 20 conferences throughout the year. If a teacher is struggling, the number of visits increases according to need. The focus of the observations and conferences is on performance terms identified by the district to assess teacher performance. Consulting teachers document teaching performance using subsequent conferencing sessions to debrief and address other issues that may arise. In December and March, consulting teachers prepare data-based reports on the progress of their intern or intervention teachers.

The PAR program is governed by a seven-member panel, four members represent the teachers, and three represent the administration. The chair alternates each year between the President of CEA and an administrative representative. The PAR panel is responsible for administering the program, selecting consulting teachers, receiving reports on teachers in the program, and making recommendations for contract renewal.

Ongoing collaboration between Columbus Public Schools (CPS), CEA, and The Ohio State University (OSU) is a major component of the PAR program. From the inception of PAR, faculty from OSU have offered ongoing professional development to consulting teachers in the program. Professional development includes preliminary preparation prior to school, focused professional development days, and bi-weekly meetings.

The PAR program has become the catalyst for many successful, collaborative, innovative practices between CPS, CEA, and OSU to encourage ongoing professional growth of teachers. Teachers and university faculty from the collaborative partnership work together to provide workshops and courses for graduate credit to all entry-year teachers in CPS. They are taught collaboratively, and are offered free of charge to entry-year teachers through the fee waiver agreement between CPS and OSU. One major outcome of these efforts is the large-scale involvement of entry-year teachers in action research projects designed to examine their teaching practices and the impact of those practices on their students. In the 1998-2000 school year, approximately 175 action research projects resulted from this effort.

There have been several research findings used as indicators of success, and to guide professional development programs for entry-year teachers and consulting teachers. Indicators of success include:

- Retention rate of teachers in Columbus, specifically teachers of color.
- With the ongoing support of the consulting teachers, needs of entry-year teachers have transitioned from management-related concerns to instruction-related concerns, indicating that the PAR teachers move to a higher stage of development more quickly than the general literature would indicate. Data showed that it was not until the entry-year teachers were able to address issues of survival, were they able to move toward instructional concerns and professional growth. Findings from this study supported the ability of entry-year teachers to be successful managers and instructors during their first year of teaching while receiving assistance from a teacher support program.
- Years of experience that teachers brought into a large urban school district did not show significant effects on their perceived need in this study. The implications of these findings suggest that a support system is necessary for all teachers who begin teaching in a large urban school district, whether or not they have had previous teaching experience. This finding supports the district's decision to offer assistance to all teachers entering the district.
- In an anonymous, open-ended questionnaire, entry-year teachers were asked to comment on the impact of the PAR program on their entry-year of teaching. The comments were overwhelmingly positive, identifying specific areas of assistance from the consulting teachers. Categories of specific assistance included providing resources, emotional support, and contributing to the teachers' professional growth.
- Approximately 175 teachers were involved in an action research project from 1988-1999, focusing directly on their own teaching practice, and the impact of their teaching practice on their students' achievement.

One important feature of the PAR program is that the support available to beginning teachers offers a framework to encourage a seamless transition between the university and public school setting. Performance terms that provide the foundation of the PAR program, and licensure standards in Ohio, are aligned with the Interstate New Teacher Assessment and Support Consortium (INTASC) standards.

Institutional Mission and Context

The collaborative partnerships framing the exemplary practices described in this session is The Ohio State University College of Education, the Columbus Public Schools, and the Columbus Education Association. The Ohio State University is a major research institution and the flagship university of the State's higher education System. It is located in the state capital, Columbus. There are approximately 48,000 students in the main campus, and 55,000 including the surrounding campuses. The College of Education is a Holmes Partnership university, and is an innovator in community/school and university partnerships, teacher education reform, urban education, and educational policy studies. Peer institutions and professional organizations recognize the College's standards of excellence, and its graduate programs have been among the top tier of the *U.S. News and World Report* surveys for the past five years. The College has approximately 135 regular faculty, 500 staff, and about 3,000 students. The College was recently configured as three academic units: 1) School of Educational Policy & Leadership, 2) School of Physical Activity & Educational Services, and 3) School of Teaching & Learning. Among the schools there are 13 graduate programs and five undergraduate programs. Teacher licensure preparation occurs at the graduate level (MEd). Teacher licensure preparation programs also exist on the four regional campuses of the University. There are also several interdisciplinary centers associated with the College.

Columbus Public Schools is a large urban school district, with approximately 4,500 teachers serving 65,000 students. Just 60 percent of the students in Columbus are students of color. The average family income is \$21,875.00, with \$6,668.00 expenditure per pupil. Forty-two percent of the student population of Columbus has been categorized as "disadvantaged" and there is a graduation rate of 61.1%. The Columbus Education Association has been a powerful teachers' association for the Columbus teachers, with much of the credit going to John Grossman, who has been a long-term president, leading the association's involvement in the collaborative partnership.

Key Partnerships

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Exemplary Practices

D-3: The MINT Program: Mentoring and Induction for New Teachers

History

The MINT program, designed using the Illinois Professional Teaching Standards as its foundation, was developed and is implemented in collaboration with the University of Illinois at Chicago College of Education and the Chicago Teachers Union Quest Center. The program resulted from the merger of two separate CPS efforts at new teacher support. One began in 1996 with 30 hours of after-school professional development seminars for new teachers. The other initiative began in 1997 as a new-teacher mentoring component experienced teachers serving as paid mentors. While the seminars were required for all new teachers, the mentoring component has been voluntary on the part of each school principal.

MINT is partially supported through grants from the MacArthur Foundation and the McDougal Family Foundation. Currently, the MINT program includes approximately 325 schools (elementary and high school) with 560 mentors, over 900 teachers new to the system and 300 teachers in their second year of employment with CPS. On October 27, 1999, Policy Board Report No. 99-1027-PO2 was passed by Chicago Public Schools. This policy will require the participation of all new teachers in this two-year induction program with mentor support.

The MINT Program's goals are the following :

- Improve student learning throughout the system by reducing teacher attrition and thus reducing the number of unqualified teachers in classrooms.
- Improve student learning through engaging teachers in structured inquiry into exemplary teaching practices for CPS students.
- Develop institutional capacity to help new teachers meet the new Illinois Professional Teaching Assessments mandated by the legislature in 1997 to go into effect for 1999 graduates of teacher education programs.
- Establish a program structure that integrates teacher professional development from the teacher preparation programs through their induction years and into phases of ongoing professional growth that include new teacher mentoring and school leadership.

The characteristics of this program can be described as follows :

- Each certified teacher new to CPS is expected to complete 45 hours of professional development over a two-year period.
- All participants in the program—mentors, mentor trainers, new teachers, and so on—have clearly defined responsibilities in an accountability system that allows us to monitor the quality of program implementation at every step. An external evaluator will be hired to conduct program evaluation that will further enhance our ability to improve the program over time.

Year one for each new teacher

- 30 hours of workshops are designed to induct new teachers into CPS and to support their growth as teachers, according to the needs of the system and the Illinois Professional Teaching Standards. (The Illinois Standards are the basis for the standard license for all new teachers beginning this year.) These workshops are offered by a trained cadre of experienced teachers and administrators, and they provide large-group (up to 30 participants) and small-group interaction.
- Each of these inductees also receives mentoring from a teacher in his or her school. That mentor provides support and professional development opportunities to no more than three teachers in the school. Experienced mentor educators from the CPS Teachers Academy, CTU Quest Center, and UIC College of Education will provide training for all mentors.

Year two for each teacher

- All new hires, in the second year of the two-year program, attend fifteen hours of workshops to support them in developing a professional portfolio consistent with Illinois Professional Teaching Standards. These workshops, with one exception, are offered by university specialists from throughout the Chicago area and will focus the new teacher on his or her own teaching and on exemplary teaching

practice. The exception is one workshop that provides an orientation to the Museum in the Park facilities, so that all second-year teachers have hands-on exposure to Chicago's museum resources.

- On-site mentoring continues, but with a focus on developing professional portfolios that reflect the 11 Illinois Teaching Standards. All mentors receive training in standards-based portfolio preparation. In addition, an accountability system for on-site mentoring requires all mentors and new teachers to document school-based mentoring activities.
- At the end of the second year, each teacher will turn in a professional portfolio demonstrating proficient performance in each of the 11 Illinois Professional Teaching Standards. A cadre of trained university assessors from throughout the Chicago area will assess each portfolio and provide formative feedback to each teacher. This feedback will contribute to the improvement of practice as well as to the teacher's preparation for the Illinois portfolio assessments leading to the standard teaching license.

Since 1996, when CPS participated in the work of the UIC/Illinois State Board of Education Task Force on Teacher Certification and Development, it has been the goal of the CPS Teachers Academy to provide leadership to the state's initiatives in new teacher support and assessment. If this proposal is approved and the program systemically implemented, CPS will be providing state *and national* leadership in addressing the quality of classroom teachers. In ten years, this proposed program would prepare over 10,000 CPS teachers for the new Illinois teaching certificate, and new teacher retention in Chicago would continue to improve. This will be a cost-effective way to reduce the number of unqualified teachers in CPS classrooms and improve the conditions for improved student learning.

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Exemplary Practices

D-4: The Urban Teacher Partnership: A University/School District Collaboration

History

The exemplary practices discussed here are imbedded in newly developed teacher education programs in the College of Education at UNLV. The impetus for these programs has been the significant need for teachers in the Clark County School District (CCSD) located in Las Vegas. As the eighth largest and fastest growing school district in the country, CCSD hired more than 2,000 new teachers for the 1999-2000 school year. In addition to the unprecedented growth faced by CCSD, the school district's minority population has increased to 48% of the total student population and is continuing to increase, as is the number of children who are living in poverty. Accordingly, there is a documented need to recruit, prepare, and retain teachers who can effectively teach in diverse urban contexts.

Among the College programs that have been developed in response to this need are: an Alternative Special Education Licensure Program that provides an alternate route to licensure for CCSD employees with baccalaureate degrees; a Paradise Professional Development School located on the UNLV campus that includes early and continuous interaction between preservice teachers, university faculty and the teachers, staff, principal, and children of Paradise Elementary School; a Mathematics and Physical Science (MAPS) Project designed specifically for individuals with degrees in mathematics or science who are interested in pursuing a teaching credential; a Special Education Cohort Program designed to provide an intensive undergraduate program for teacher assistants or long-term substitute teachers in CCSD leading to a special education resource room license; and an Urban Teaching Partnership (UTP) Program designed for individuals with degrees outside of education and that leads to elementary or secondary teacher licensure. The primary focus of this session will be on the exemplary practices being implemented in the UTP Program.

By way of background, several faculty in the College of Education were awarded a planning initiative grant from the UNLV President to plan and implement the UTP Program to meet local school needs and to serve as a model for teacher education program initiatives at UNLV. It was developed collaboratively with CCSD as an alternative and intensive route to teacher licensure in the state and is a full-time, field-based, post-baccalaureate teacher education program.

Contributing to the UTP Program design were faculty who had worked in developing successful partnerships between universities and school districts in other contexts. These faculty identified key components of successful partnerships from their experience and study of the teacher education literature and included them in UTP. The components include: creative financing; collaboration with school personnel; preparation of mentors in a thoughtful and ongoing way as site-based teacher educators; integration of theory and practice; and professional development related to defining good teaching.

The overall purposes of UTP are to prepare teachers for diverse urban contexts; blend the theory and practice of teaching; and offer experienced teachers professional development opportunities as mentors in the program. The specific goals of UTP were collaboratively determined by representative UNLV faculty and CCSD personnel during a program-planning year supported by the grant from UNLV. The goals are to:

- Offer an innovative way of preparing urban teachers to meet the needs of diverse urban learners
- Provide a quality, intensive, and accelerated teacher preparation program for students who have baccalaureate degrees and have the dispositions to become teachers in diverse, urban settings
- Study and implement state-of-the-art practices in urban teacher education
- Increase the number of high-quality novice urban teachers, including those from underrepresented groups
- Include experienced teachers in the preparation and mentoring of novice teachers as site-based teacher educators
- Link preservice, induction, and renewal experiences
- Strengthen and enrich collaborative efforts between CCSD and UNLV

The UTP Program currently includes a small cohort of 25 elementary and 18 secondary post-baccalaureate interns and is viewed as a model that can provide ideas and information for upcoming changes in the larger teacher education programs in the College. The UTP interns are selected using the Haberman Urban Teacher Selection Interview and are placed full time in one of three partnership sites to complete program courses and intern teaching in one academic year. Each intern is paired with a primary mentor teacher in the school. Mentor teachers are experienced teachers who are charged with guiding interns in learning to teach and are expected to participate in ongoing mentor preparation activities.

The foremost exemplary practice in the UTP Program is the mentor teacher component. Mentor teachers are carefully selected and prepared over time to develop a pedagogy of mentoring based on the work of the Association of Teacher Educators (ATE) National Commission on Professional Support and Development for Novice Teachers. Mentor teachers meet at least once weekly with a program coordinator and other mentor teachers to study and reflect upon their own teaching, their intern's progress, and their roles as mentors. Mentors are also involved in program development, assessment, and research activities.

The UTP curricula for both the elementary and secondary components have been developed by drawing on the teacher education research literature, the case-study experiences of those who have developed collaborative field-based programs, and state licensure requirements. From these sources and the tacit knowledge of program developers, curricular strands and processes for instruction emerged. These strands and processes are integrated into all program coursework and experiences. The integrated curricular strands and instructional processes include: assessment; educational foundations; technology; multicultural/diversity/urban issues; reflection and inquiry; and appropriate subject matter instructional strategies. Much of the coursework occurs on the school campuses and mentor teachers are becoming increasingly involved discussions and decisions about course content and assignments.

Challenges have emerged in the UTP Program that are inherent to university/school collaboration (e.g., labor-intensive nature of collaborative work, incompatible reward structures for faculty and mentor teachers, clashes across institutional structures, time to work together). In the UTP Program, we have developed some solutions for addressing these challenges. We are continuing to work toward even better ways of making collaborative efforts viable since the benefits appear to be significant for mentors, interns, and the children they teach.

Institutional Mission and Context

The University of Nevada, Las Vegas (UNLV) is one of the nation's fastest growing universities, located in the country's fastest growing metropolitan area. UNLV is recognized as a comprehensive teaching and research university. More than 139 undergraduate, master's and doctoral degree programs across 15 colleges are offered to approximately 23,000 students served by a faculty, staff, and administration of approximately 2200. The University increasingly concentrates its resources on programs that are student-centered, demonstrably excellent, and responsive to the needs of the local community. The University promotes research programs and creative activities by students and faculty that respond to the needs of an urban community in a desert environment. UNLV is committed to developing a synergy between professional and liberal studies, between undergraduate education and graduate programs, and between superior teaching and meaningful research. UNLV increasingly is a dynamic resource for, and partner with, the community that it serves.

The College of Education enrolls approximately 2600 undergraduate and graduate students and offers several programs leading to licensure in elementary, secondary, post secondary, physical, health, and special education. With 85 full-time faculty, the College is committed to creating an intellectual environment that promotes quality instruction, significant research, and professional service.

The Clark County School District (CCSD) is the eighth largest school district in the United States and serves a diverse population of students (48% minority) in 29 high schools, 35 middle and junior high schools, and 152 elementary schools. CCSD has the second-largest year-round education program in the country. More than 63,000 students attend 66 year-round elementary and 10 year-round middle schools. The student enrollment expanded from 100,027 in 1988 to 217,000 in 1999, representing an annual growth rate of more than 10%. Over the past three years approximately 5400 new teachers have been hired. Given this trend, CCSD anticipates a continual need for approximately 1800-2000 new teachers each year for the foreseeable future. The College of Education at UNLV currently graduates approximately 600 teacher

candidates per year. Clearly, the local school district is facing a difficult teacher shortage even though they actively recruit teachers from approximately 40 other states.

Key Partnerships

Alternative Special Education Licensure Program
Paradise Professional Development School
Mathematics and Physical Science (MAPS) Project
Special Education Cohort Program

Urban Teaching Partnership (UTP) Program
Key UTP Partnership Representatives:

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Exemplary Practices

D-5: Teacher Residency Program

History

The Teacher Residency Program in Minneapolis Public Schools (MPS) began as a collaborative effort between the district, the Minneapolis Federation of Teachers (MFT), and the University of Minnesota's College of Education and Human Development (CEHD). In 1993, the residency program was initiated at Patrick Henry High School, the district's professional practice site (PPS). Grants from the Minneapolis Federation of Teachers and the State of Minnesota Board of Teaching were instrumental in funding the program.

The intent of the Residency Program is to ease a licensed teacher's induction into urban teaching by providing the teacher with a reduced teaching load, on-site mentoring, and continued professional development throughout the first year of teaching.

In 1997 the program expanded from Patrick Henry to four other sites in MPS and to a total of 8 sites in 1998. In January, 1999, CEHD hired a full time coordinator to help manage the University's efforts in this collaboration. Currently, the Minneapolis Public Schools Residency Program involves 45 first year teachers at 11 sites. In the fall of 1999, the MFT introduced contract language that supports the Residency Program as the induction model for all first year teachers in the district.

The Residency Program is unique and innovative in that, instead of focusing on a discrete site PDS/PPS model, it serves to spread the "human" wealth throughout the district and puts first year teachers into significant contact with veteran teachers for a sustained period of time through mentoring. It also provides another dimension to the concept of professional practice school in that the approved residency sites become a network of professional practice schools in their own right. Residency sites are energized as teachers at the school--in addition to those who are officially providing mentoring--focus on best practices to assist the first year teachers. Anecdotally, principals, mentor teachers, and other veteran teachers report that those first year teachers who have been inducted through the Residency Program (rather than through a regular first year contract) are superior in their classroom management techniques, curriculum development skills, family involvement capabilities, and sense of collegial connections.

Mission

Minneapolis Public Schools, the largest school district in the state of Minnesota, serves nearly 50,000 students in 127 schools. Demographically, the largest student group is African American (43.4%) followed by Caucasians (30.0%), Asian American (14.4%) and Hispanic American (6.5%) and Native American (5.6%). As in many urban areas, MPS has experienced a large influx of refugees in the past few years. 17% of the student population are now classified as English Language Learners (ELL); 67% are eligible for free or reduced lunch.

The Minneapolis Federation of Teachers is, and has historically been, one of the most progressive in the nation. The MFT shared in leadership in instituting changes in teacher evaluation process and was instrumental in securing contract language that required action research for achievement of tenure and granted tenure teachers who conducted classroom research yearly bonuses. The MFT is committed to the belief that student achievement is best served by acknowledging and serving teachers' skills, attracting and retaining good teachers, and rewarding schools for student improvement.

As a professional school in a public land-grant university, the University of Minnesota's College of Education and Human Development contributes significantly to the University's outreach mission, which includes strengthening preK-12 education throughout the state, and particularly in the Twin Cities area in which it is situated. In addition to its role as a leader in preparing teachers for initial licensure, the CEHD also engages in significant research on a wide range of educational practices and supports continuing teacher development through its Teacher Leadership and Master of Education degrees. Our collaboration offers excellent opportunity for significant improvement in new teachers' transitions from college to urban classrooms.

Key Partnerships

Minneapolis Federation of Teachers
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Exemplary Practices

D-6: North Carolina State's Model Clinical Teaching Program

History

A Collaborative Model of Preparing School-Based Educators and Mentors

For more than a decade, North Carolina State University has been collaborating with school districts in the north central region of the state to develop among selected educators in each district a capability for preparing school-based teacher educators and clinical teachers (inventors of student teachers, beginning teachers, and experienced colleagues). The effort, called the Model Clinical Teaching Program, links the school-based teacher educators and NC State faculty in a network for continuing interaction and professional development. The collaborative model evolves through four phases:

Phase 1:

College administration, the director of Teacher Education, and the director of the Model Clinical Teaching Program review applications from school districts. Once districts are accepted, the university commits personnel, materials, and financial resources to collaborative staff development programs with districts. Districts commit personnel and resources to staff development programs for educating clinical teachers and mentors, and designate two persons per district to be prepared as school-based teacher educators. As well, university and district personnel together review the design of the plan and clarify the expectations of various parties.

Phase 2:

University professors begin a two-semester program to prepare school-based teacher educators. Pairs of teachers from districts enroll in a spring seminar and fall practicum. The spring seminar is entitled Introduction to Developmental Instructional Supervision (3-5 credits). Participants (a) learn adult development theory; (b) use effective communication skills, instructional supervision, and coaching principles; and (c) develop materials and effective teaching strategies to use when working with diverse students. During the practicum (3-5 credits), participants acquire and practice skills in (a) building and maintaining supportive helping relationships; (b) organizing working relationships with appropriate structure; (c) using coaching cycles (preplanning, peer-observation, and post observation conference); (d) serving as resource; (e) guiding analysis and reflection; (f) maintaining records; and (g) using constructive feedback and confrontation.

Phase 3:

Pairs of school-based teacher educators enroll 12-14 teachers per district in local two-semester program to prepare clinical teachers. Districts demonstrate commitment in various ways - for example, offering release time for the seminar and practicum. University faculty begin year-long internship for school-based teacher educators. The model is fully implemented, and collaboration is achieved, when a district's teacher educators are ready independently to continue cycles of program implementation.

Phase 4:

School-based teacher educators are invited back to the university to serve as clinical instructors in methods courses for 2-3 years. They are based in academic departments. Clinical instructors also assume responsibility for supervising cohorts of student teachers in their districts. The director of Teacher Education and the director of the Model Clinical Teaching Program coordinate implementation of Phase 4. When clinical instructors return to districts they assume new instructional leadership roles and continue to serve as school-university teacher education liaisons.

The stated mission of the innovation is to create a more effective collaborative process of preparing student teachers and counselors and inducting them into the profession. Related goals are to accelerate the learning of complex new teaching skills associated with student learning, to promote development of dispositions associated with professional integrity (e.g., flexible; principled in times of conflict; compassionate and caring; and responsive to the needs of diverse learners), to reduce the high rate at which beginners leave the profession, and to broaden the base of highly skilled school-based educators and mentors.

Twelve school districts in different phases of collaboration now participate in the network. They boast more than 20 clinical instructors, 50 school-based teacher educators, and more than 1,200 clinical teachers. There are now 12 cadres of 2-10 school-based teacher educators who conduct their own local programs. As well, the model of seamless teacher professional development across the career span has spread to other professions, other states, and other countries.

School-based teacher educators complete an 11 to 15-credit-hour sequence of instruction including a one-semester seminar, a one-semester practicum, and a two-semester internship. The curriculum is based on theory and research about teaching, adult learning, ethical and intellectual development, developmental clinical supervision, and peer coaching. Clinical teachers who are educated locally by colleagues (school-based teacher educators) complete a 6-credit hour sequence resembling the seminar and the practicum taken by their school-based teacher educators. Research indicates that such an approach to teacher professional development is highly effective.

Significant collaboration is achieved as colleges' and school districts' school-based educators initiate local preparation of mentors and clinical teachers, and as some of these educators serve as resource persons and clinical instructors on college campuses. The school-based educators and college faculty are linked formally by newsletters, site visits, and regular twice-yearly network meetings.

Selected notable recognitions include the following:

In 1987, NC State and the seven school districts then participating received the Distinguished Achievement Award of the American Association of Colleges for Teacher Education for "collaboration among teacher educators and school personnel to provide quality internships and beginning teacher programs," the highest award presented by that body.

In 1989, the Wake County Public School System and NC State received the Showcase of Excellence Award of the National Council of States for Inservice Education, for their collaborative program.

In 1992, the School-University Mentor Network was featured by the Association of Teacher Educators' Commission on the Role and Preparation of Mentor Teachers.

In 1995, a doctoral dissertation completed at Vanderbilt University identified the NC State mentor network as one of the nation's top three school-university partnerships for teacher and counselor induction.

In 1997-1998, faculty from North Carolina Central University; the University of Nijmegen, The Netherlands; the University of Konstanz, Germany; and the Teacher Academy, Bergen, Norway; made visitations to the NC State University program.

In the words of one teacher, "this model places very high expectations on the educator to analyze his or her own teaching or counseling practices, to learn complex new skills associated with assisting novice educators, and, ultimately, to transform one's own dispositions toward self and the profession. I'm not the same person I was." However, the conceptual framework that undergirds this program, and which places high expectations on all persons involved, is not a quick solution to the challenges facing school districts and schools of education. A number of studies confirm that collaboration in the service of continuing personal and professional development can be a reality, but it takes significant time, care, and commitment. The alternative is stark: a continuation of brief episodic workshops and atheoretical models.

Mission

The stated mission of the innovation is to create a more effective collaborative process of preparing student teachers and counselors and inducting them into the profession in urban, suburban, and rural contexts. Related goals are to accelerate the learning of complex new teaching skills associated with diverse student learning, to promote development of dispositions associated with professional integrity (e.g., flexibility, principled in times of conflict, compassionate and caring, and responsive to the needs of diverse learners), to reduce the high rate at which beginners leave the profession, and to broaden the base of highly skilled school-based educators and mentors.

KEY PARTNERSHIPS

Professional Development Systems - Network school district partners include Durham Public School System, Edenton-Chowan School System, Elizabeth City Pasquotank School System, Franklin County School System, Granville County School System, Johnston County School System, Lee County School System, Nash-Rocky Mount School System, Vance County School System, Wake County School System, Warren County School System, and Wilson County School System.

Professional Development School - Triangle East Partners in Education - Franklin County (Bunn and Cedar Creek Middle Schools), Johnston County (Smithfield Selma High School), and Wake County Public School System (Apex and Cary High Schools, and Martin Middle School).

Schools of Education - North Carolina State University and North Carolina Central University.

National and International Visitors - Associates at the Regional Laboratory for Educational Improvement of the Northeast and Islands; Trevor Fullerton, University of Newcastle, Australia, Georg Lind, University of Konstanz, Germany; Philip Robinson, Roehampton Institute, England; Joseph Vaughan, United States Department of Education, retired; Massachusetts Association of Colleges for Teacher Education; North Carolina Department of Public Instruction; Rhode Island Department of Public Instruction; Theo Bergen, University of Nijmegen, The Netherlands; Astrid Oien Halsnes, Teacher Academy, Bergen, Norway; Nodie Qja, University of New Hampshire.

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